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MANHATTAN COLLEGE IMMIGRATION SIMULATION

**MAKING A SPLASH
AT PENSACOLA
CHRISTIAN COLLEGE**

**METHODIST UNIVERSITY
RESPONDS TO UMC VOTE**

**CAMPUS GROWTH
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Campus card system helps support student success while increasing efficiency

Reports from OneCard VIP by TouchNet provide insights into opportunities for improvement so staff can intervene quickly and help students succeed

Colorado Mesa University's new campus ID platform tracks the most popular items in the dining hall, but more importantly, it tracks when students aren't making it to the dining hall in the first place.

"We have about 2,500 beds on campus, but if 2,500 people aren't entering our dining hall during the first couple weeks of the semester, OneCard VIP lets us know," says Breanne Meier, director of university center at the 11,000-student school in Grand Junction, Colorado. "Residence Life then works with the RAs to check in with their residents, remind them what times meals are offered, and just make sure their transition is going as well as we hoped for them."

This check-in helps the university meet its goal of keeping students engaged, which ensures retention.

Wide scope of capabilities

This detailed reporting was just one feature that led CMU to select OneCard VIP by TouchNet to replace a legacy system, which was used for 20 years.

"OneCard VIP representatives showcased new industry standards, they understood our processes, and they identified areas where they could support our students," Meier says. "That, coupled with the flexibilities of the system and the cost savings, helped us realize the breadth of the platform."

The university considered about seven proposals before choosing OneCard VIP, which is used for identification, meal plans and parking meters, as well as for checking out equipment from the game room and recreation center.



Colorado Mesa University had been using TouchNet Payment Center already in its business office, so now permissions, credentials and payments are unified in one system.

Faculty and staff use it to validate who attends events—such as a theater production or ensemble for fine arts students—and to see student pictures on class rosters.

Unified system

CMU had already been using TouchNet Payment Center in its business office, so now permissions, credentials and payments are unified in one system.

The campus card is equipped and integrates technology with both an embedded chip and a magnetic stripe, allowing students to tap and go at retail outlets. This seamless system enables the university's plans to accept Apple Pay for point-of-sale transactions at all cash registers and on the school's e-commerce site, Meier says.

Multiple ID templates

OneCard VIP does not limit the school to just one template, so students who complete internships and clinical rotations at a nearby hospital can get an ID card that satisfies the identification requirements of the medical facility, Meier says.

The card also meets the needs of food service, retail outlets and off-campus merchants.

"They really enjoy working with the new system," Meier says. "It's a lot more efficient than before, and the customized reports they can create give them the information they want in formats they've requested. That level of flexibility is one of the reasons we chose this solution."

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MAKING A SPLASH AT PENSACOLA CHRISTIAN COLLEGE

by Sheila Wagner

Pensacola Christian College has a myriad of options for making sure its students have leisure activities. One of the most impressive ones is the Waterpark, a facility with multiple water elements that provides an aesthetically pleasing environment in a tropical theme.



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METHODIST UNIVERSITY RESPONDS TO UMC VOTE

by Cassidy Clevenger

Reverend Taylor of Methodist College views the recent connections she has forged with students who are delving into Faith as a way to cope with the struggles of the Traditional Plan versus One Church Plan as a source of hope.



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LED LIGHTING: A GREEN WAY TO IMPROVE CAMPUS SAFETY

by Ray Sjolseth

A move to LED lighting isn't just about going green and saving green. There are also advantages when it comes to campus security. With better quality light and more durable lamps brightening campuses, the move to LEDs improves student safety.



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by Rachel Clevenger

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by Janie Graziani

Public clashes between ideologies and individuals on college campuses became so frequent that in December 2017 Stetson University President Wendy B. Libby, Ph.D., convened a task force to develop a university statement affirming academic freedom and civil discourse.



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HOW WOOD FLOORS ARE AFFECTED BY MOISTURE AND HUMIDITY

by Grete Heimerdinger

The "climate" inside a building can ruin the most beautiful floor with cupping and cracking. Additionally, wood floors are more prone to show moisture-related defects, when the relative humidity fluctuates once the floor is installed and the building is in use.

EDITOR'S LETTER



I never understood the allure of “The Jerry Springer Show.” Of course, I well know that I’m not the core audience for that show—and to each his own and all that—but as much as I love a good debate, I hate the noise of people talking over each other, especially when they are all saying utter nonsense.

If I couldn’t still feel a good pinch to the arm, I might think I’d landed in my version of purgatory (if not worse) because I felt like I can’t escape some version of Springerville no matter how much I try to “class up” my internet news feed or the channels I choose to watch. Unless I stick exclusively to PBS, someone is going to be yelling or saying something outrageously offensive.

I’ve tried insulating myself more. Over the last few months, I’ve filtered my facebook activities to stay focused on tiny animals doing adorable things or connecting with my neighborhood group. Even there, if I unfortunately drift into the comments, there is always something awful—just for no reason at all.

Case in point: a neighbor shared that a lost dog was wandering the neighborhood, and she was trying to find the pup’s family, but she had the temerity to end her query in a preposition. A helpful grammarian jumped in, not to find the puppy’s owner, but to point out that not ending sentences with propositions is “English 101.”

First of all, this is exactly why half the world seems to hate English teachers. Secondly, why? Just... why? I seem to be asking that a lot lately.

I remember a time when people could talk about serious matters without breaking out into hives or name-calling or punches. Now, we—speaking in the broadest of terms here culturally—can’t seem to talk about anything much at all without it devolving into meanness and personal attacks. We are the living embodiment of Mattel’s Rock ‘Em Sock ‘Em Robots, who keep ruining the game because our red and blue fists are stuck together in each other’s faces.

I could blame the Internet, but that’s like blaming the media as villain—and that move is so... (pardon me while I tilt up my nose) English 101. While we’re on the subject of courses that teach basic argumentation, when did people forget that persuasion is a blend of logos, pathos, and ethos? In a persistent Outrage Culture, there’s more a blatant rejection of evidence, and facts are supposedly just opinions.

Anything that doesn’t fit a narrative is deemed fake, and new politicians are earning their stripes by taking shots at the more powerful with sophomoric tweets that make for tasty soundbites for people who can’t stop gorging themselves at a buffet of anger and disgust.

There is a pervasive foggy mindset of “logos...we don’t need no stinkin’ logos.” Pathos has taken over nearly every argument that garners attention, and emotional appeals are often far more compelling if facts can be twisted into knots or ignored.

What gives me hope is that I know there are difficult, complex, complicated conversations going on across our country right now in classrooms, being facilitated by people who have not given up on regaining a civil discourse while dissecting volatile topics and seeking answers to questions that we have stalled on.

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Kevin Ahern, Ph.D., assistant professor of religious studies at Manhattan College, has long been a proponent of student activism. Recently, Ahern was engaged in “Crossing Borders: A Migration and Immigration Experience,” a student-led activity on campus that had a profound impact on the students who participated. The interactive role-playing simulation, sponsored by the Catholic Relief Services Global Campus Project and the CRS Ambassadors, was developed to help students gain insight into the issues that were being publicly debated in a way that moved beyond lectures or readings.

PROFESSOR SPOTLIGHT

by Rachel Clevenger

Manhattan College Immigration Simulation

Practicing What is Preached

In addition to his teaching obligations, Ahern remains active in several national and international networks, including as the international president of ICMICA-Pax Romana, a network of Catholic professionals and intellectuals in over fifty countries.

In a recent book, co-published with Christopher Derige Alano, Ahern spotlights on-campus faith communities. *God’s Quad: Small Faith Communities on Campus and Beyond* offers tools and best practices for young adults and college students to create and maintain faith-based communities.

Perfectly positioned at Manhattan College, which has multiple student-led groups focused on faith and spirituality, Ahern has opportunities to work with students who are passionate and driven to help others and connect with the wider world. Whether it is in the form of the CRS student ambassadors or the Muslim Student Association or the JustPeace members, the college’s inclusive community works to carry out the Lasallian tradition.

Empowering Student Activism

Ahern believes in empowering student activism and student mobilizing, as well as seeking ways faculty members can assist in that process. As a

faculty member on the National Advisory Board of the Catholic Relief Services, he’s focused on helping the international organization partner with colleges at two levels: student experience and faculty mentoring and research.

In developing partnerships with universities, the CRS is working to “tap into the network,” he explains, to be even more effective. As president of the International Catholic Student Organization before he earned his doctorate, he already had a well of experience to draw on, being an integral part of one of the oldest student-led movements in the world, and his scholarship naturally focused on faith-based student organizing.

Not only is he intrigued by faith-based student activism as a scholar, in that he wants to see the case studies that prove student mobilization is possible and powerful, but he also believes it’s important for faculty members to accompany students on these journeys.

The initial idea for Crossing Borders was from Cabrini University, and the details filtered through the network via the CRS partnership, another reason Ahern sees these partnerships as so valuable to universities.

The call to action encouraging students to try the simulation read, “Find out if YOU could cross a border for a better life? Would the U.S. accept YOU?”

Student and CRS member Alana Pons believes the offer of free pizza might have been what initially moved students through the doors. Before the simulation, Pons notes how amazed she was at the level of passion people shared on issues of immigration and migration when they had never been to a border.

She had spent time working at a shelter on the border of El Paso, Texas, and Juarez, Mexico, receiving migrants from detention centers. She helped take people to the first showers they had enjoyed in days or weeks and offered them clean clothes. Moved by the families and children she saw each day, she recalls, “It was there that I saw the devastation of the policies I’d been learning about in class.”

While she already empathized with the plight of migrants, until she lived inside the moment, she did not realize how devastating it was. As she witnessed the children who were going to have lives that were being forever altered by this experience, she notes, “Now I realize that this needs to be a priority.”

With her involvement in CRS, she saw the simulation unfold and was impressed with the amount of care her fellow students invested in creating something that was both accurate and compelling. She recalls thinking, “Wow, they really got that perfectly.” Enticed by free pizza,



most students didn't understand how an interactive, role-playing event carried so much more emotional heft than a lecture series. "Going into it, I don't think people were ready for what they were going to experience," she notes.

A Migration & Immigration Experience

Lois Harr, the event host and Director of Campus Ministry and Social Action, hoped students would understand why people are coming to the United States and gain a better understanding of the process at the border. Before the simulation started, they offered participants a brief history of U.S. immigration policies and laws, in addition to reasons for the majority of the migrations to the country.

Each student was handed a card at the door with details about their "character," including background and families. However, these weren't works of fiction; each card was based on the actual story of an immigrant, and the stories were often emotional and difficult. The participants were also given little to no money to bring with them into the process.

Alana Pons spent time working at a shelter on the border of El Paso, Texas, and Juarez, Mexico, receiving migrants from detention centers. She helped take people to the first showers they had enjoyed in days or weeks and offered them clean clothes. Moved by the families and children she saw each day, she recalls, "It was there that I saw the devastation of the policies I'd been learning about in class." While she already empathized with the plight of migrants, until she lived inside the moment, she did not realize how devastating it was. As she witnessed the children who were going to have lives that were being forever altered by this experience, she notes, "Now I realize that this needs to be a priority."



As the participants worked their way to the table marking the U.S. border, many were “robbed” before they reached it. The simulation offered an interrogation process similar to what many migrants encounter when first arriving at the border. They asked questions from a checklist to determine what fit the “ideal migrant”; any other details, including their entire back story, was usually irrelevant.

After the interrogation, participants were split up and placed in detention or instantly deported or sentenced to speak to a judge; most of those sentenced to speak to judges were deported or detained, and only a few made it into the country.

“At first it was sort of like a game,” Pons added, “and then they saw this wasn’t a joke.” From the very first table, students who were accustomed to being treated with compassion or at least civility were faced with representatives of a system that offered neither.

“They felt like their human dignity was lost,” she explains. “When they were treated with no dignity, they didn’t know how to react.” She watched as her peers’ smiles were eventually replaced by blank stares, the “same blank stares of actual migrants” that she had witnessed in her time at the border shelter.

An advertisement for Special-Lite. On the left, a man with grey hair and a goatee, wearing a blue polo shirt, is smiling. To his right, the text reads: "I see the special in SPECIAL-LITE". Below this, a white speech bubble contains a testimonial: "On my campus, many building systems require constant attention or maintenance. But there's never an issue with our entrance systems and doors because we chose the resilient and attractive products of Special-Lite."



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The Head, the Heart and the Hands

After the simulation, students had a chance to sit at a table with Ahern and a sociology professor to “unpack the experience,” where they could delve into the complex feelings and the faculty mentors could “provide them with deeper information and more resources.”

As a professor, he found it rewarding to watch as his own students could “experience the learning in a completely different way and see things open up because of that.” Their most significant emotional takeaway, he believes, was seeing that “the public discourse does not match the reality.” The goal was to ultimately “break through some of the misconceptions dominating the political discourse.”

The final stage in the simulation was an opportunity for students to take action, if they were so compelled—immediately answering the question, “What can we *do* to make things better?” They were given the chance to sign a letter to Congress that requested humanitarian aid for migrants and could also sign posters to show solidarity with migrants. The entire interactive experience draws on what Ahern calls, “the head, the heart, and the hands.”



ABOUT THE AUTHOR: Dr. Rachel James Clevenger earned her M.Ed. degree from Mississippi College. After finishing her PhD in Composition and Rhetoric, she taught and served as the University Writing Center Director for Birmingham Southern College and University of Alabama at Birmingham. Most recently, she taught Business Communications at Samford University.

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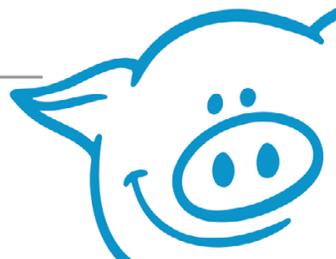


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CONSTRUCTION AND PLANNING

by Carol C. Bradley

Campus Growth Guided by Long- and Short-term Plans

“While Notre Dame has had several preceding periods of significant campus growth, the last quarter century of development has truly been remarkable,” says Doug Marsh, vice president for facilities design and operations and university architect. Marsh would know. He and his team have been responsible for leading the University in the successful planning, design, and construction of nearly \$2 billion in new facilities, renovation, maintenance and utilities projects during his 23-year career at Notre Dame. He has directed the design and construction of more than 40 new campus buildings totaling over 4 million square feet and the renovation of scores of facilities during his tenure.

More Space to Learn

In just the last two years on campus there’s been a phenomenal influx of fresh academic and research space, and next year Walsh Family Hall of Architecture will add even more square footage to the rolls. Between 2016-17 and 2018-19, a total of 794,334 square feet of academic/research space will have been added. Here’s a breakdown of that square footage.

In 2016-17, the massive McCourtney Hall, on the northeast side of campus, opened with 217,930 square feet dedicated to research in the molecular sciences and engineering. A mirror image of the building, also devoted to science research and scholarship, is planned for the future.

Completed in 2017-18 as part of the Campus Crossroads Project, Corbett Family Hall and O’Neill Hall, on the east and south sides of Notre Dame Stadium, provide a combined 255,018 square feet of academic and research space (excluding hospitality and stadium seating areas). Corbett houses the anthropology and psychology departments, and O’Neill accommodates the music and sacred music programs. While the Campus Crossroads Project—the largest building endeavor in the University’s 175-year history—also included stadium enhancements; three-quarters of the space is devoted to non-athletic purposes, like the new Duncan Student Center on the west side of the stadium.

On the southwest end of campus are the adjoining Jenkins Hall and Nanovic Hall, completed in fall 2017, which added another 185,276 square feet for the academy. Jenkins includes the Keough School of Global Affairs, the Keough-Naughton Institute for Irish Studies, the Kroc Institute for International Peace Studies, the Ansari Institute for Global Engagement with Religion and the Notre Dame Initiative for Global Development. Nanovic Hall houses the Nanovic Institute for European Studies as well as the departments of economics, political science and sociology.

Quinn Hall, connected to Leighton Hall in Innovation Park south of campus, opened in January. Quinn, with 39,110 square feet, is home to the IDEA Center, an initiative designed to bring the best Notre Dame faculty and student ideas and innovations to market.

Looking ahead to the 2018-19 academic year, 97,000 square feet of academic space will come on line when Walsh Family Hall of Architecture opens.

Finding the Room to Grow

The tremendous growth of campus, says Marsh, was made possible by the rebuilding of the public road network in and around the campus—the closure of Juniper Road and the realignment of Angela, Twyckenham and Douglas roads.

“These initiatives unlocked hundreds of acres so the campus core could be completed while establishing the urban edge needed for the successful development of Eddy Street Commons,” Marsh says. He adds that the University continues to be well-guided by the Campus Plan.

The Campus Plan was first approved by the Board of Trustees in 2002, with subsequent updates in 2008 and 2017. An executive summary of the most recent iteration of the Campus Plan is available for download on the Facilities Design and Operation website, architect.nd.edu. The plan will be updated periodically, the report notes, to “ensure orderly growth and to respond to new initiatives and circumstances confronting the University.”

Seven Tenets for Long-term Campus Growth

The Long-Term Plan establishes seven tenets for overall campus development:

I. Catholic heritage and sacramental vision:

Reflected in “the preservation and creation of sacred spaces that inspire contemplation and prayer.”

II. The campus as home and academy:

An emphasis on the University as a place of world-class research and scholarship, while also creating a sense of community for those who live and work here.

III. Stewardship of the natural environment:

Maintaining the campus as predominantly wooded, with its stands of mature woodlands preserved and protected.

IV. Stewardship of the built environment, and architectural forms, styles and materials:

Campus landscaping will remain predominantly Romantic in style, reflecting the design of the Main Quadrangle. Existing buildings will be preserved, being reused and modernized wherever possible. Buildings will be razed only when they can no longer be maintained affordably or adapted for new uses.

V. Axes, focal points, quadrangles and other exterior spaces:

Buildings will continue to form a variety of outdoor spaces such as quadrangles, courtyards and allées that weave together the fabric of open space.

VI. Ceremonial focus of Notre Dame Avenue and other approaches to campus:

Notre Dame Avenue will always be the ceremonial approach to campus, marked by a traditional campus entrance and gates.

VII. Separation of pedestrian and vehicle traffic:

Notre Dame will remain a pedestrian campus. Planning will ensure that growth does not exceed the walking limits for students, staff and faculty in their everyday pursuits.

With the explosive growth of campus over the past few years, it’s sometimes hard to remember the many building projects completed since the 2002 Campus Plan was first approved: Carole Sandner Hall, the Compton Family Ice Arena, DeBartolo Performing Arts Center, Geddes Hall, Innovation Park, the expansion and renovation of the Law School and Morris Inn, McCourtney Hall, the Stayer Center for Executive Education and many others.

In addition, Marsh notes, “The most recent campus growth has given us a tremendously important opportunity to re-envision how some existing buildings, now vacated, could be repurposed by new uses.”



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Utilities Long-Range Plans

Major projects on campus have also focused on landscape improvements such as the entrance to campus at Notre Dame Avenue and Angela Boulevard and the Irish Green east and south of the performing arts center; sustainability initiatives (the East Quad, Stadium South and Ricci Fields geothermal well fields); and “town and gown” improvements including the Triangle Housing Revitalization program and the first phase of Eddy Street Commons.

In order to accommodate current and planned growth of campus, a Utilities Long-Range Plan was adopted in 2010 and updated in 2017. A priority of the plan was the reduction of carbon emissions from the combined heat and power plant. Since 2010, the University has successfully reduced use of coal from 85 percent to 15 percent, with most energy input to the power plant now coming from natural gas. With a new natural gas pipeline under construction at the north and west boundary of the Warren Golf Course, the University will soon cease using coal entirely; at the same time, new sources of sustainable energy, including a hydroelectric plant project with the City of South Bend, are being developed.

Sustainability

The University is also following a long-term plan for sustainability, focusing on six areas: energy and emissions; water; building and construction; waste; procurement, licensing and sourcing; and education, research and community outreach. The full report is available at green.nd.edu/about-us/goals.

In 2008, the University committed to following the U.S. Green Building Council’s LEED (Leadership in Energy and Environmental Design) standards for all new construction.

The council, in recognition for achieving a high level of sustainability, recently awarded LEED Gold certification to undergraduate residences Flaherty Hall and Dunne Hall as well as McCourtney Hall. Other LEED Gold-certified buildings include Stinson-Remick Hall, the Purcell Pavilion, Geddes Hall, Ryan Hall, the renovation of the Morris Inn, and Carole Sandner Hall. One of the more interesting (and visible) sustainability projects on campus will be starting this spring—the roof of the Joyce Center will be replaced by a new “green” roof.

Near-term Construction and Renovation Projects

In addition to the completion of Walsh Family Hall of Architecture, projects underway or anticipated to start in 2018-19 include the replacement of Corby Hall and McKenna Hall; renovations of Badin Hall, Rolfs Athletics Hall and Morrissey Hall; and construction of a new men’s residence hall, an indoor athletic practice facility and the Raclin Murphy Museum of Art.

The significance of this period in Notre Dame’s history is not lost on Marsh. By looking back, University leaders discovered a map for the future. “From its founding 175 years ago, Notre Dame has been blessed by a consistent and determined vision of its leaders through the decades since to create a beautiful and remarkable campus environment,” Marsh said. “Each successive generation, including ours, owes to its predecessors a deep understanding of what has been inherited. Those who have played a role in planning and building the campus during this era have been humbled by the opportunity and the stewardship responsibilities entrusted to them.”



ABOUT THE AUTHOR: Carol C. Bradley is the managing editor of NDWorks, the faculty/staff newspaper of the University of Notre Dame.

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Stetson University Adopts Statement Supporting Free Expression on Campus

On college campuses across the country, conversations about race, politics and other issues have become flashpoints in the debate over free speech. Public clashes between ideologies and individuals on college campuses became so frequent that in December 2017 Stetson University President Wendy B. Libby, Ph.D., convened a task force to develop a university statement affirming academic freedom and civil discourse.

Over a Year of Thoughtful Discussions

After more than a year of gathering input from students, faculty and staff, and meetings to discuss the issues, the task force presented the Statement of Principles of Free Expression to Stetson's Board of Trustees, which unanimously approved it.

"This statement puts us out in front of many other colleges and universities in both principle and practice," said Eric Kurlander, Ph.D., professor of history, who presented the statement to trustees with Sven Smith, Ph.D., assistant professor of sociology, and Kevin Winchell, associate director of Stetson's Center for Community Engagement.

Navigating Challenging Conversations

"If you've been following some of the national news, there are many campuses that have really struggled with navigating these challenging conversations about race or religion or politics or privilege," Winchell said.

“Students often feel like they’re silenced or marginalized because they don’t know how to approach these challenging conversations, but they really want to talk about them because they care about these issues.”

President Donald Trump is expected to sign an executive order today that addresses free speech on college campuses. Earlier this month Trump said that he would issue the executive order “requiring colleges and universities to support free speech if they want federal research dollars.” His statement came during the Conservative Political Action Conference.

Important, Not Easy

“We greatly appreciate the work and time Eric, Sven and Kevin put into this, as well as Peter Lake and others at the College of Law,” said Libby. “It is extremely important to the entire Stetson community, but it was certainly not easy, and the final statement is a reflection of the thoughtful discussions they have had.”

Members of the Stetson task force say the university has an academic mission and a civic responsibility to teach students how to engage in challenging conversations about race, religion, politics, gender, class and privilege—with civility.

“Students often feel like they’re silenced or marginalized because they don’t know how to approach these challenging conversations, but they really want to talk about them because they care about these issues.”

“It’s not just a contract with our students. It’s also a contract with our society and with our democracy,” Winchell said at a recent staff meeting on the DeLand, Florida, campus. “We have a civic—almost moral—responsibility to ensure we’re inculcating these habits of citizenship.”

The Marketplace of Ideas

The statement says the university adheres to “the principle that debate and dialogue should not be suppressed because some members of our University community or individuals outside the University consider such views to be politically harmful, offensive, politically incorrect, or pernicious.

Expressed views are open to criticism, debate, and condemnation. Open debate and

dialogue is a natural part of the marketplace of ideas. Hence, attempts to suppress or punish protected expression or speakers are anathema to the free expression necessary for intellectual and cultural growth.”

Even before the statement received final approval from the Board of Trustees, Lake, professor of law and a member of the task force, was already experiencing the benefits of such a document.

Lake invited Judge Kenneth Starr to be the guest speaker at Stetson’s annual National Conference on Law and Higher Education in Clearwater Beach. Judge Starr’s presentation was warmly received at the event, but did receive a handful of comments on digital media.

“I invited Judge Kenneth Starr to speak at my national conference and...there were some

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folks outside the College of Law who criticized that choice and I felt that the Statement (of Principles of Free Expression) supported my institution to offer broad programming with a variety of ideas,” Lake explained.

Having a Broader Conversation with Civil Boundaries

“Having a statement like that is a platform for discussions about bringing more diverse speakers and having a broader conversation with civil boundaries associated with it,” he said.

“We understand that this commitment to free expression necessarily opens our community to discomfort and argumentation,” the statement says.

“However, we believe that exposure to challenging views, even those viewed by some as offensive, is an important part of personal growth and education. The best insights are achieved through dialogue which is civil, intellectual, and respectful of differing views,” the statement continues.

“Nevertheless, without protection for expression that might be deemed objectionable, offensive, or challenging, free expression as a value has little meaning. Therefore, perceptions of incivility should not be used as justification to impinge upon the rights of free expression of our community.”



ABOUT THE AUTHOR: Janie Graziani is Assistant Vice President for Marketing Communications at Stetson University. Janie oversees the work of the Communications office including internal communications, media relations, social media, Stetson Today, Stetson University Magazine and web editing. In addition, she oversees the Events office.

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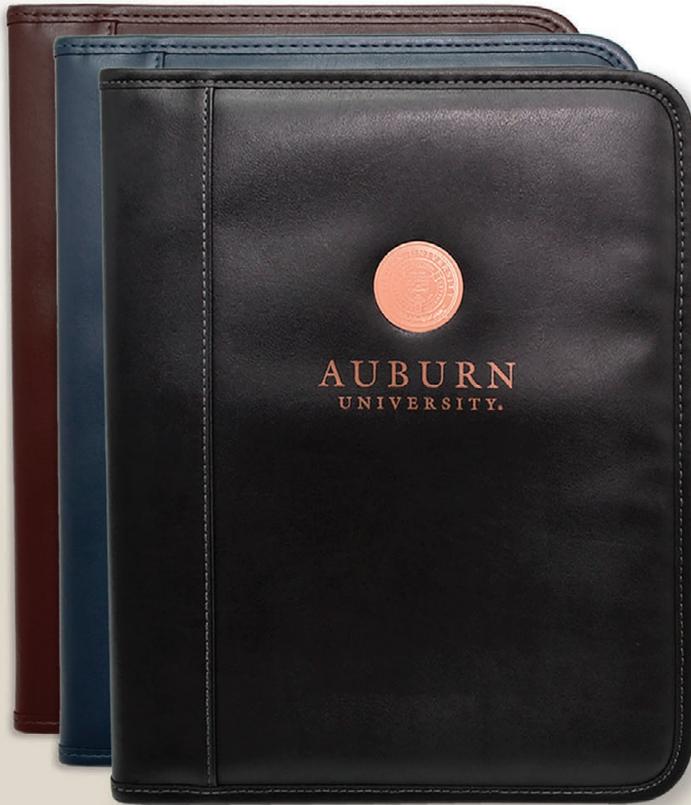
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FLOORING AND MAINTENANCE

by Grete Heimerdinger

How Wood Floors are Affected by Wood Moisture and Relative Humidity

Wood floors have been placed in buildings for centuries. They are used in every gymnasium for their comfort when students are walking, running, and jumping. If taken care of properly, wood floors can last for many, many years.

The “climate” inside a building can ruin the most beautiful floor with cupping, cracking and other visible defects. Wood floors are more prone to show moisture-related defects when the relative humidity fluctuates once the floor is installed and the building is in use.

Wood is a hygroscopic material, which absorbs or loses moisture until an equilibrium between the wood moisture and the relative humidity of the surrounding air has been reached. Moisture problems such as cupping or shrinking occur, when wood and the air around it are not in an equilibrium.

The relationship between wood moisture, air humidity and temperature determine what wood will do: expand, shrink or keep its dimensions. Changes in floor moisture are occurring slowly over time, since floors are sealed and only one side of the floor plank is open. Wood is considered stable when it does not shrink or expand. Then, it has the equilibrium moisture content EMC. Measuring wood moisture and the relative humidity will tell you whether or not the floor is stable.

Did you ever ask yourself why wood floors should be between 6-9%? The answer has to do with the relative humidity in buildings where people live and work. Inside buildings, the comfortable,

recommended relative humidity range is between 30-50% at a temperature of 60 to 80 degrees Fahrenheit. If the relative humidity is 30-50%, then wood is stable, if its moisture content is 6-9%.

Delivering a flawless floor, which stays beautiful for many years, is the installer's responsibility. Next, comes the property owner's responsibility to keep the floor in good condition.

The installer needs to make sure the floor has the correct moisture content and the building is at the correct relative humidity and temperature. Floors don't cup, crown or get out of alignment unless the moisture content of the floor planks changes. If the floor was installed at a moisture content not in an equilibrium with the relative humidity at the facility, then the floor moisture content will change until an equilibrium has been reached. For example, if the floor was installed at around 6% and the average relative humidity is very high at 55%, then the floor will slowly absorb moisture and swell. The wider the individual floor planks and the larger the area, this change in moisture could already cause visible deformations of the floor planks. The best work and installation skills will not produce the expected results if the moisture content is not right.

The "climate" inside a building can ruin the most beautiful floor with cupping, cracking and other visible defects. Wood floors are more prone to show moisture-related defects when the relative humidity fluctuates once the floor is installed and the building is in use. Wood is a hygroscopic material, which absorbs or loses moisture until an equilibrium between the wood moisture and the relative humidity of the surrounding air has been reached. Moisture problems such as cupping or shrinking occur when wood and the air around it are not in an equilibrium.

Steps Installer Must Take to Avoid Problems

Accepting the floor. Once the floor is delivered, the moisture content should be confirmed with a moisture meter. This should happen at the time of the delivery. The supplier should be informed quickly if the floor is not within specs. If the time between delivery and measurements is too long, the supplier may say the problem happened during storage at the facility.

Proper acclimation at the right relative humidity. Acclimation only works when the floor is kept at the same conditions as there will be once the building is occupied. If you want to track acclimation, measure the same floor piece every week in the same spot. The acclimation time is over when the moisture content in the floor does not change anymore and is within the moisture range specified by the floor manufacturer. A data logger for relative humidity and temperature can keep track of day and night conditions during acclimation.

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Make sure the sub floor and the concrete underneath are dry enough not to release extra moisture into the floor covering. This can cause problems within the first few months after the installation has been finished.

Final moisture check at the time the property owner signs off on the completion of the job. Again a moisture meter is absolutely essential during that phase. The reason for these final measurements is that the installer should document the condition of the floor at this time. It also is the start point, where the responsibility for the floor is turned over to the property owner and his maintenance crew.

Steps for Maintenance Crew

It is advisable to take moisture measurements at the time the installation is finished. Choose moisture-critical places and get several moisture measurements. If you have a dual-depth meter, take measurements with both depth settings and note location, wood species setting, measuring depth, time and date. Also measure the relative humidity with a hygrometer. Keep this documentation. In case of any moisture problems later on, comparison with the original measurements could help to find the cause of the problem. Regular maintenance should follow the guidelines of the floor manufacturer.

Monitor floor conditions on a regular basis, at least during the first year. What could happen to the floor? The floor can



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shrink, cup, twist, etc. Simply said, the floor could move. As mentioned before, wood movement is always caused by changes in moisture content, which are caused by changes in relative humidity, if the floor was installed properly. There are some obvious reasons for changes in relative humidity: having no air conditioning or turning the air conditioner off. In dry, cold winters the air is extremely dry and in wet, moist summers, there is too much moisture in the air. Keeping wood floors protected requires moisture control of the relative humidity. A data logger could confirm that the HVAC is working as it should all the time every day.

The main tools for the maintenance crew are a moisture meter and a thermo-hygrometer to check both relative humidity and wood moisture. It is important to keep records of all the measurements the crew is taking. It can help prevent problems, and if a problem occurs it can help to find the cause.

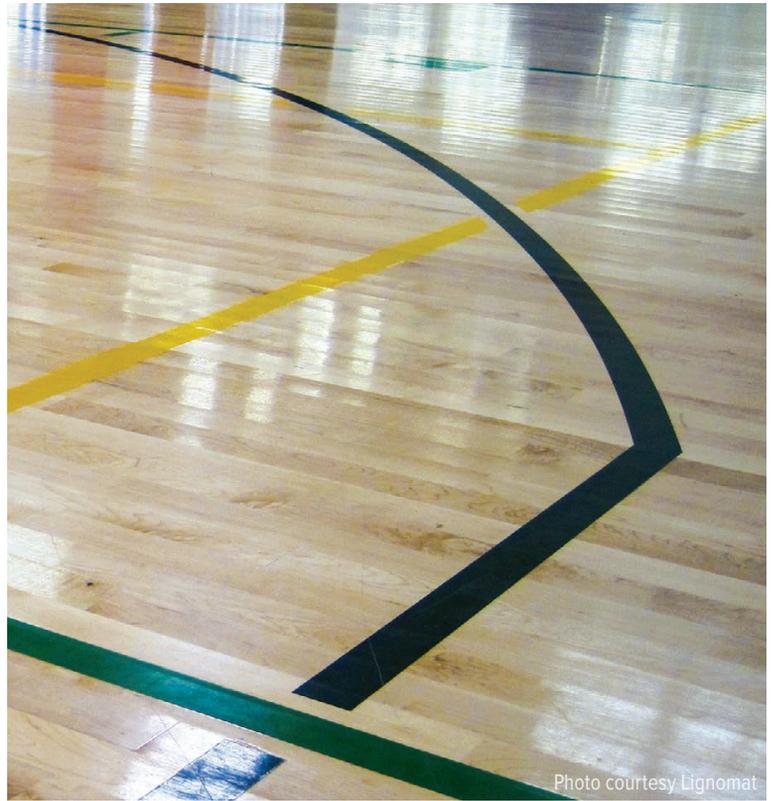


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ABOUT THE AUTHOR: Grete Heimerdinger has been the technical adviser for the moisture meter division for Lignomat. She graduated from the technical university in Stuttgart and started Lignomat with her husband in 1982. Lignomat now offers a full line of pin, pinless and RH meters as well as wireless monitoring devices for buildings.



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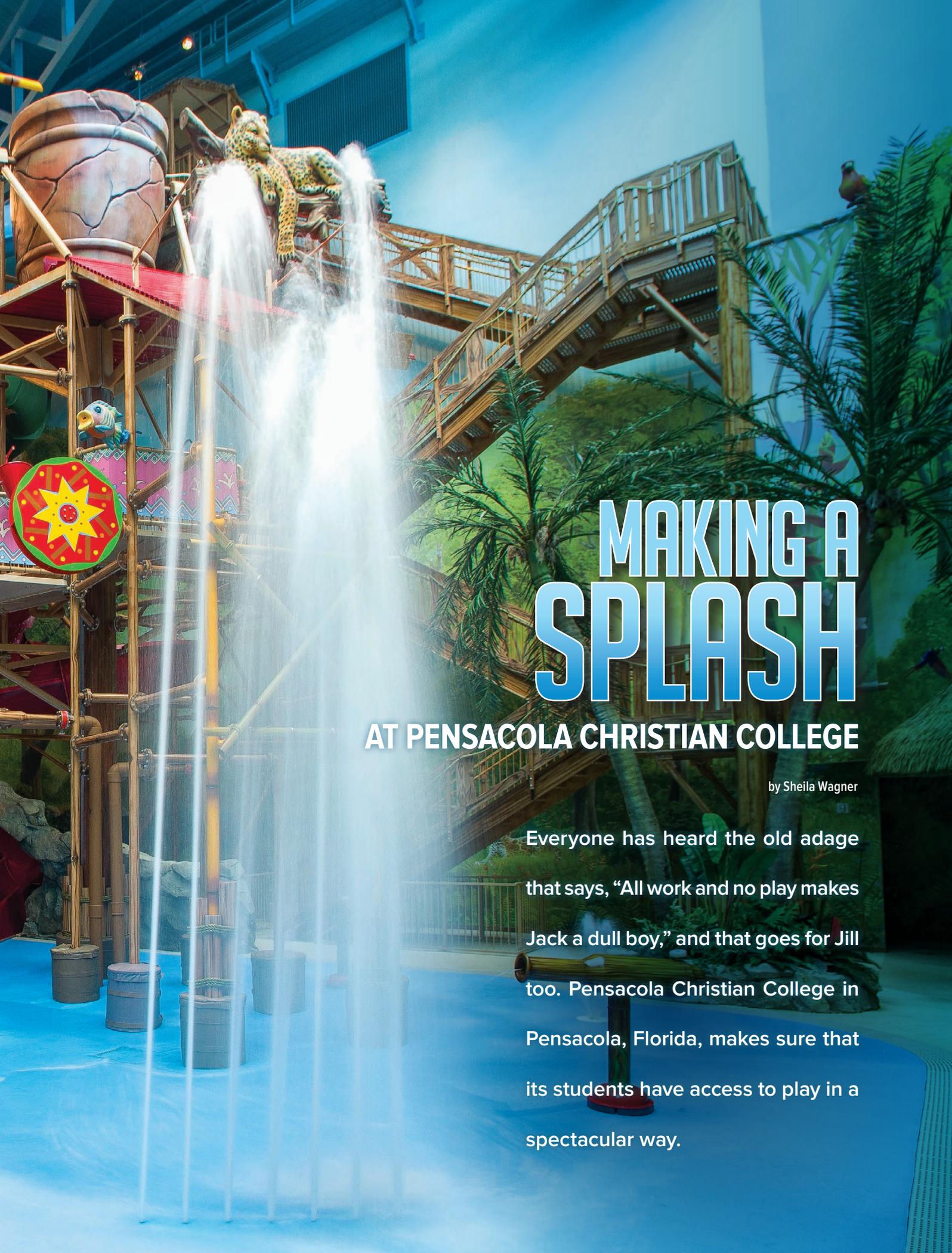
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MAKING A SPLASH

AT PENSACOLA CHRISTIAN COLLEGE

by Sheila Wagner

Everyone has heard the old adage that says, “All work and no play makes Jack a dull boy,” and that goes for Jill too. Pensacola Christian College in Pensacola, Florida, makes sure that its students have access to play in a spectacular way.



Several studies have shown that students at traditional universities have twice as much leisure time as they have in classes and studying. Amy Glenn, Chief Communication Officer at PCC, believes that does not represent students at Pensacola Christian College. They have a lot more extra-curricular opportunities for leadership and service and spiritual development, and of course there are guidelines to how much homework and project time is required per academic credit earned. "In our environment, students are already so busy with classes, study and homework, jobs, student activities/organizations, and community service/outreach that taking a break from those responsibilities to relax and enjoy recreational facilities is healthy and needed," she stressed.

Swimming Relieves Stress

Swimming is an acknowledged method of stress relief. Almost everyone finds just the simple sight of a pool calming. And of course, the sounds produced by a pool—especially from elements like a waterfall or fountain—can put one in a tranquil state of mind that is much needed in the world of academia.

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One of the best aspects of swimming is the socializing a student gets while splashing around in the water with classmates and friends. It can lighten the mood and improve one's state of mind. Pools are perfect for fun, relaxation, and stress relief when coping with the pressure of being successful at college.

Pensacola Christian College has a myriad of options for making sure its students find pleasurable leisure activities. One of the most impressive ones is the Waterpark. This facility has water elements that provide an aesthetically pleasing environment in a tropical theme. The water slides range in length from 185 feet to 250 feet. The big bucket holds 300 gallons per splash that dumps every two minutes. There are 65,000 gallons of water in the tank for the slides and aqua park and another 50,000 gallon tank for the three waterfalls.

More Aquatic Activities

Other aquatic features at this campus include an outdoor screened pool and an indoor surfing and bodyboarding pool. The outdoor pool has six regulation-size swim lanes and a 3-board

Swimming is an acknowledged method of stress relief. Almost everyone finds just the simple sight of a pool calming. And of course, the sounds produced by a pool—especially from elements like a waterfall or fountain—can put one in a tranquil state of mind that is much needed in the world of academia.

diving area. Classes are offered in swimming and lifeguarding, and collegiate teams compete in fast-paced water polo. The surfing and bodyboarding pool, the Double Flowrider, has 65,000 gallons of water underneath stored in the tank and circulated every three minutes and 40,000 gallons of water cooled to 82 degrees coming through each minute.

Since this college is in sunny Florida, they have waterfront property on Perdido Bay less than 30 minutes from the main campus. The offerings there include Hobie catamarans, kayaks, and stand up paddle boards. Classes

are offered in sailing and kayaking, and it's not unusual to see dolphins and a variety of birds.

Glenn further explained, "The aquatic facilities are included as part of the overall goal of student health and wellness and represent just a few of the amenities available to students."

Arlin R. Horton Sports Center

Arlin R. Horton Sports Center, named after PCC's founder who wanted to provide a first-class facility for students right on the campus, is over 216,000 square feet in size. It is used for classes, collegiate sports, and recreation.

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In addition to the aquatic features, there is an amazing array of sports and leisure features that include the following: rock climbing walls of 40 feet and 60 feet, 22-foot and 32-foot rappelling ledges, a 12-foot climbing boulder, 12-lane bowling alley, ice skating rink, racquetball courts, weight and fitness rooms, Escape Room, inline skating track, 9-hole miniature golf, indoor volleyball, table tennis, 4-lane jogging track, and an arena that seats over 3,100. So there is positively something for every student looking for exercise, stress relief, social interaction, and just plain fun.

The average number of students using the Sports Center is over 3,000 per week, but special events raise that to over 4,000 at a time. Glenn stated that the most popular aspect of the facility is its location. A high percentage of PCC students live on campus, so the convenience of having a diverse number of recreational opportunities nearby is even more appreciated. Chuck Craig, Sports Center Assistant Manager, speaking about the Sports Center said, “The Flowrider and rock wall are the most popular, and indoor volleyball too. The Swim Center is popular especially in the evenings.”



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“It has been a priority of our institution for many years to provide a safe and engaging environment on campus for our students to enjoy. The Arlin R. Sports Center is a place where our students can relax and unwind after a full day of academics.” — Jon Tutton, Director of Student Activities

Major Maintenance Requirements

Peter Harrington is the Maintenance Director at PCC, and he has a huge responsibility to keep all the parts in good working order. “One full-time staff member with a Pool Service license and two part-time student employees oversee the cleaning and upkeep of our aquatic facilities,” he stated. He explained that the pool is vacuumed and cleaned six days a week, year round. The filter pump moves 800 gallons a minute. It takes a 500,000 BTU boiler to maintain 78 degree constant temperature.

Harrington also said that there are three 90-horse power pumps operating the Flowrider. It takes 3-5 workers around two weeks to completely empty the tank, remove Flowrider surface, raise motors, service motors, clean tank, touch up paint on the tank and motors and then put it all back together. Annually they remove all three motors to inspect and service them. Every 6-8 years they send out the motors to be reconditioned. Additionally, they keep a spare motor in their inventory to swap out during servicing or in case of an emergency.

Priority For Safety And Fun

Director of Student Activities, Jon Tutton, commented, “It has been a priority of our institution for many years to provide a safe and engaging environment on campus for our students to enjoy. The Arlin R. Sports Center is a place where our students can relax and unwind after a full day of academics.”

Evangeline Benson, a student at PCC, said, “I love having the Flowrider because it gives the experience of surfing while not having to go to the beach. It’s a great way to work off stress and relax.”

Glenn summed up, “Having a wide variety of recreational opportunities for students provides fun for a variety of interest and fitness levels. Taking a break from study to enjoy physical activity and interact with others can help develop a well-rounded individual.”



ABOUT THE AUTHOR: Sheila Wagner has spent the last several years working as a professional editor and recently became the staff writer for *Private University Products and News*. Wagner can be reached at sheila@pupnmag.com.

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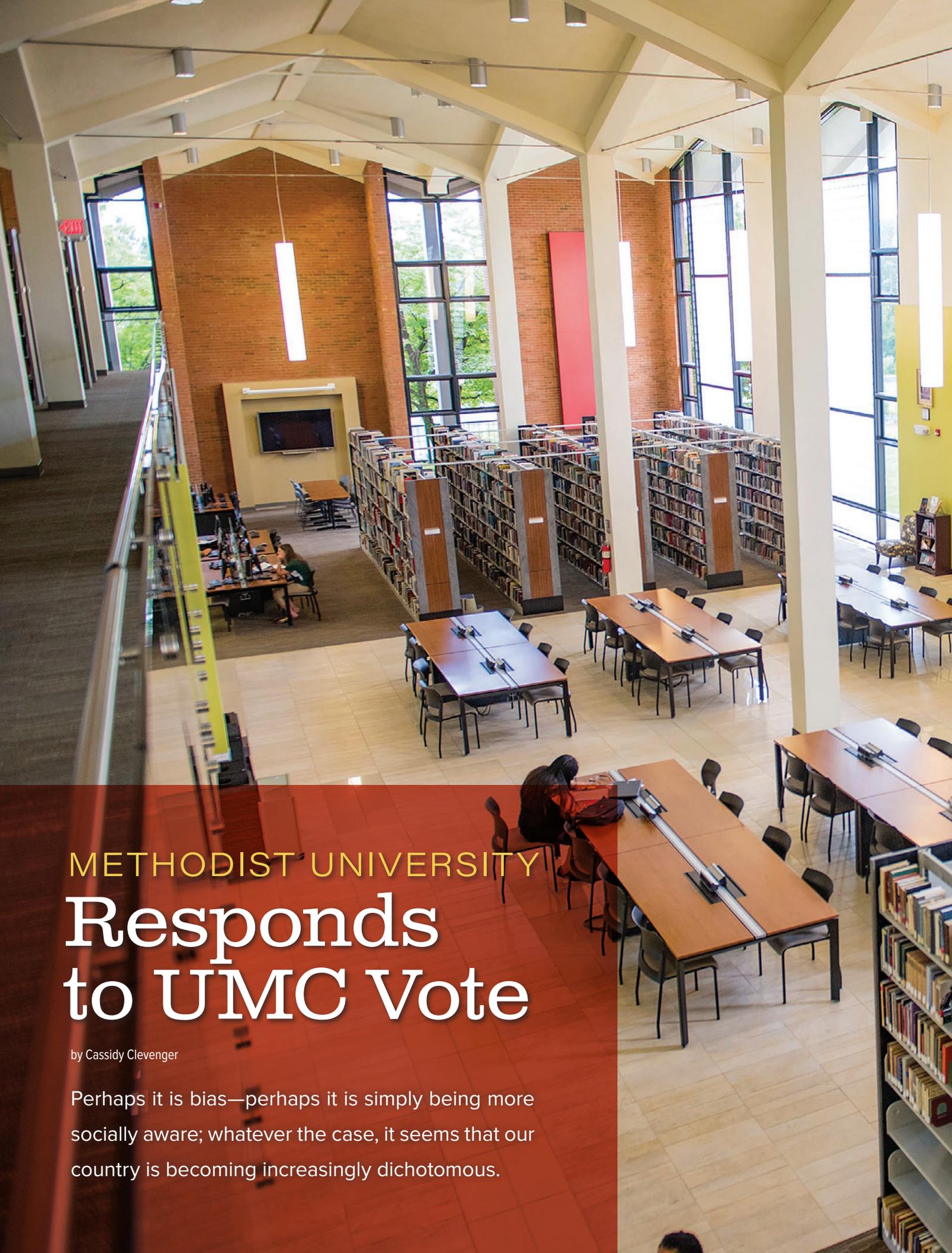
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METHODIST UNIVERSITY Responds to UMC Vote

by Cassidy Clevenger

Perhaps it is bias—perhaps it is simply being more socially aware; whatever the case, it seems that our country is becoming increasingly dichotomous.





In an attempt to uphold tradition, our world of cinematic color is seemingly shifting to black and white, rendering only the hyper contrasting views to be noticeable. In the digital age, being drawn into an echo chamber of similar mindsets can be tempting, if not inevitable, thus perpetuating polar ideals.

The United Methodist Conference Decision

At the 2019 United Methodist Conference, the Traditional Plan stated how Methodist churches across the globe should unify under a specific moral code; from this conference, the decision that has been a point of recent conversation and contention is the decree that the United Methodist Church (UMC) does not support its members or clergy to identify as LGBTQ.

According to the UMC's official, self-published news site, many church officials feel the UMC has made it increasingly difficult for LGBTQ members to practice their faith, due to punitive implementations. In rebuttal to the broadening restrictions under the UMC's Traditional Plan, the United Methodist Queer Clergy Caucus promoted a variation of the One Church Plan called the Simple Plan.

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This plan aims to remove exclusionary language toward LGBTQ individuals from the Book of Discipline. The Simple Plan, like the One Church Plan, would put the discretion of LGBTQ acceptance back in the hands of the individual churches.

Methodist Colleges React

Considering the recent vote to support the Traditional Plan, many Methodist colleges and universities have issued statements on their opinions for either tradition or support.

Reverend Kelli Taylor, Vice President of Religious Life and Community Engagement and University Chaplain at Methodist University in North Carolina spoke with PUPN, and shared, “We strongly affirm access and inclusion of all students, faculty, and staff regardless of gender, gender identity or expression, sexual orientation, race, ethnicity, creed, or national origin... Methodist University has always fostered a community of inclusion, and our intention is to continue as a campus that welcomes people of all gender and sexual identities in the belief that all persons are of sacred worth.”

The recent connections Rev. Taylor has forged with students who are delving into Faith as a way to cope with the struggles of the Traditional Plan verses One Church Plan is often a source of hope. It is possible that the acceptance of LGBTQ individuals in the Methodist faith may be more quickly and widely acclimated on college campuses, due to the nature of the environment.

UMC Vote’s Impact on Campus Life

Rev. Taylor explained how UMC’s vote has affected campus life, seemingly for the positive. Though some students, particularly the ones who are not Methodist, do not seem affected by the vote—because they feel the vote has no bearing on their lives—many more students and professors are using the UMC’s declaration as a launching pad for discussion.

Taylor said, in addition to more students and faculty approaching her to discuss sexuality

and/or Faith, she has also heard of professors providing a safe space for questions and discussion in their classrooms.

In fact, the recent connections Rev. Taylor has forged with students who are delving into Faith as a way to cope with the struggles of the Traditional Plan verses One Church Plan is often a source of hope. It is possible that the acceptance of LGBTQ individuals in the Methodist faith may be more quickly and widely acclimated on college campuses, due to the nature of the environment.

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Methodist colleges are at an advantage for promoting full-inclusion, because students are eager to have the conversations necessary to promote change and understanding.

The Whole Story of God

Rev. Taylor continued to explain her hermeneutic approach to reading and understanding the Bible, which allows her to view Scripture through a lens of tradition, reason, and experience. She explained how she views the Bible “in terms of the whole story of God that is still unfolding. I believe God created, and God is still creating.”

She quoted Lamentations 3:22-23 (NIV), which reads: “The steadfast love of the Lord never ceases; his mercies never come to an end; they are new every morning; great is your faithfulness.”

Furthermore, Rev. Taylor marked on the difference between a church’s regional tradition versus the tradition that stems from the whole of Christian history, and how institutional traditional may lead to an unjust representation of God’s teaching; the stories of God must be seen in the context of their entirety.

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Applying Hermeneutic Approach to any Ethical Dilemma

Rev. Taylor explained how the hermeneutic approach can be applied when faced with any ethical, religious dilemma. To paraphrase Rev. Taylor, reason involves discerning a situation via what is known of God and His story, while experience takes into account personal encounters with fellow man and Scripture.

This constant act of introspection and analysis allows for a fluid interpretation of God's whole story, specifically within our own context. The context in which one reads Scripture is invaluable, because without understanding, story lines of "cherry-picked" scriptures, have the potential to erroneously support any given matter at hand.

As a Christian and as an ordained minister, Rev. Taylor explained her role is "not to condemn the world but to point the world to Jesus Christ." Additionally, the New Testament presents Christ in the context of love, both for God and humanity; for these reasons, Rev. Taylor saw no conflict in Biblical teaching and LGBTQ community support, especially concerning LGBTQ individuals who chose to follow Faith.



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Is the Dichotomy Real?

Per most mediums of information, such as news stations, social media, and articles, it seems as though the number of those in favor of tradition are at least equal, if not greater than those in favor of adapting to the changing social environment. But are some of the egregious claims merely displays of sensationalism?

The United Methodist Campus Ministry Association (UMCMA) released a statement declaring their support for the dignity of all people. At least 93 of 119 (78%) UMC-affiliated higher education institutions have made supportive statements of LGBTQ full-inclusion, according to Rev. Taylor.

It is worth noting that those institutions who have not signed in agreement with the UMCMA have not necessarily made statements against full-inclusion; they simply have not had a representative speak either way.

That said, Rev. Taylor also noted that in order to have the principles of Faith maintained, it may be possible, if not a necessity, for a separation to occur among Methodists who support the Traditional Plan, and those who chose to support full-inclusion.

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This possible separation may also prompt a revival within the church, and ultimately a closer connection with a Higher Power. The UMC site has posted numerous articles concerning how conflicted LGBTQ advocates are, as well as a “love letter” from the UM Queer Clergy Caucus to all who may be feeling hurt by the Traditional Plan, with the aim of empowering and showing compassion.

To mirror the sentiment of many One Church supporting clergy, LGBTQ is not an issue--it is a group of people--and it would benefit the church to focus on community as opposed to the differences among its members.

Whether or not separation is in the UMC’s future, it has been made clear by many Methodist institutions that their campus will support their students and faculty by any means necessary.

 **ABOUT THE AUTHOR:** Cassidy Clevenger is a Samford University alum. She is currently in graduate school at Samford in the MSW program, while working as a staff writer.



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LED LIGHTING

A GREEN WAY

TO IMPROVE CAMPUS SAFETY

by Ray Sjolseth

As college tuition continues to rise, so do the costs of running an educational facility. With sprawling campuses, there are often miles of pathways and dozens of student facilities that must be lit most of the day or even around the clock.

Lighting bills can quickly get out of control, which means more money than necessary is being directed toward operations instead of crucial investments in education.

College administrators shouldn't have to cut costs by cutting back on staff hires, failing to adopt innovative technology or limiting student access to buildings. By installing energy-efficient LED lighting technology, they can lower energy consumption, decrease maintenance costs, and lessen wear and tear on heating and cooling systems. As one of the least risky sustainability practices with a rapid return on investment of less than two years in many cases, LED lighting also allows universities to implement projects in phases.

Benefits Beyond Going Green and Saving Green

A move to LED lighting isn't just about going green and saving green. There are also tremendous advantages when it comes to campus security. With better quality light and more durable lamps brightening campuses, the

move to LEDs improves student safety and gives facility managers the peace of mind that comes with a long-lasting product.

Here are four ways LED lighting can help private universities make their campuses safer.

Fewer Dark Spots and Outages

For students walking through campus, LED lighting offers more even light distribution, leaving fewer dark areas and locations that can be easily targeted by vandals or criminals. LEDs offer an unparalleled even spectrum of light, reducing shadows and collectively resulting in a noticeably better-lit campus. Unlike incandescent or CFL bulbs, LEDs also offer the ability to accurately control color and angle—making it easier to light corners and unusual spaces.

LEDs also require less frequent maintenance and replacement, reducing light outages and maintaining the integrity of campus security. The lights can operate for up to 50,000 hours—or approximately eight years—meaning most students will graduate long before the lights bulbs they walk by every day need to be

changed. In addition to the safety benefits, the durability of the product leads to lower maintenance costs and higher staff productivity. That allows university employees to spend their time making campus safer in other ways instead of constantly changing light bulbs.

Finally, at night or during poor weather, LEDs will turn on to their full capacity immediately without having to warm up over time. With no transition period to full brightness, LEDs are either on or off—not somewhere in between upon startup.

Better CCTV Resolution

Many universities have closed-circuit television (CCTV) systems or security cameras installed throughout their campuses to ensure student safety: however, if the proper lighting isn't in place, CCTV systems can be unusable and frustrating to view.

Fluorescent lamps and older lighting technologies tend to use magnetic ballasts that flicker at twice the frequency of the line voltage, which for the 60-hertz frequency here in the United States is equal to 120 hertz. This flicker

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interferes with the 30-hertz frequency of typical CCTV video systems. LEDs don't flicker like this as they are a solid state device and use power supplies that are typically direct current.

Another problem with the quality of light from fluorescent lamps is an effect driven by the mercury vapor that makes the video "spectrally spiky." In other words, the mercury vapor emits bright lines of UV, blue and green light, which can affect the color fidelity of the video. Because LEDs contain no mercury, they don't cause this effect.

Smarter Facilities

Improved safety and cost savings can also be realized through building automation systems such as occupancy sensors that detect when an employee, student or visitor has entered the room or area. This allows lights in classrooms, bathrooms and other areas to turn on once movement has been detected and turn off automatically when a room isn't being used.



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LEDs are a solid-state lighting product, which means they are very robust and durable with being turned on/off frequently. Whether they're off for long periods of time or are turned on and off repeatedly, the light output will remain relatively the same. They will also turn on immediately, with no warm-up time, and reach full brightness right away.

When used with building automation systems, LEDs make classrooms and other interior rooms safer by ensuring they are fully lit whenever they're in use.

Less Broken Glass

High-end LED lighting is optimum for challenging environments such as regions with extreme weather conditions, allowing them to stand the tests of time in a Minnesota winter or Arizona summer.

While incandescent lights are made of delicate filaments that can be broken with a slight shake, LED systems are vibration and shock resistant.

If outdoor lighting has been installed on the ground, perhaps illuminating a building or flag, LEDs can last beyond students kicking the fixture or campus maintenance running into them with a lawn mower.

While compact fluorescent light bulbs leak small amounts of mercury if shattered, LEDs release no harmful toxins if broken. Because of their durability, LEDs can also stand higher levels of vandalism and won't leave shattered glass on the ground depending upon the fixture construction.

By using LED lighting, university facility managers can focus on campus security and student safety while saving on energy consumption and reducing maintenance. LEDs offer a short return on investment that will continue to be seen over the long life of the lamp, allowing universities to better use their savings on lower tuition or more innovative technology for classrooms.

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ABOUT THE AUTHOR: Ray Sjolseth is the director of product engineering with

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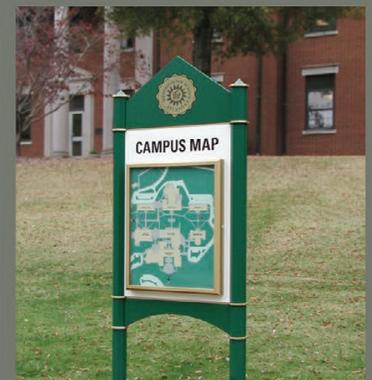
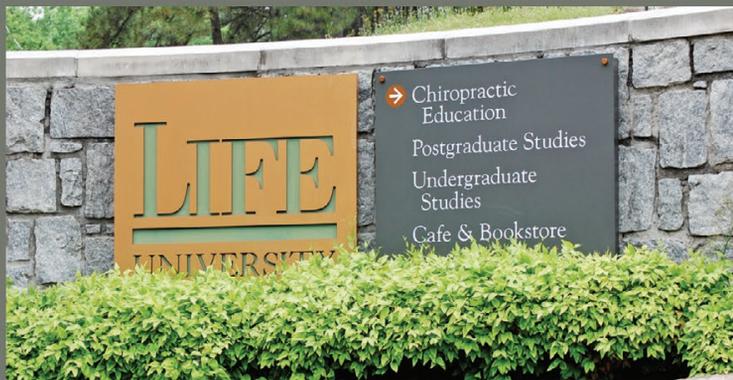
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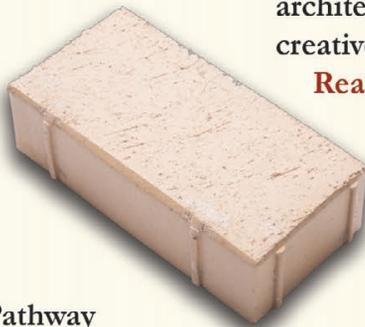
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